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ABSTRACT

The document contains the year-end report for the second year of the 2-year Indiana Parent Training Project, a program to train parents in their rights and responsibilities as guaranteed by laws governing education of handicapped children. Following an introductory section are 10 sections which cover the following program components: public information, individual assistance and training, trainings in St. Joseph County (Indiana), trainings in other areas of the state, Regional Parent Representative (RPR) trainings, the RPR conference, RPR followup training, RPR activities, coordination with other agencies, and dissemination. Noted among conclusions were that workshops offered parents valuable information on the laws, parents' rights, evaluation, and communication techniques; and that locally-based trainers can reach more individuals more readily, especially when support and assistance is available from a central source. (SW)

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INDIANA PARENT TRAINING PROGRAM (IPTP)
YEAR TWO REPORT
JUNE 1, 1981 — MAY 31, 1982

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TABLE OF CONTENTS

INDIANA PARENT TRAINING PROGRAM

YEAR TWO REPORT

SECTION 1 - INTRODUCTION AND BACKGROUND INFORMATION

Task Force on Education for the Handicapped 1
Parent Information Center 1
Indiana Surrogate Parent Program 1
Project ASPECT and TECHS 2
INDIANA PARENT TRAINING PROGRAM 2

SECTION 2 - PUBLIC INFORMATION

Newspapers 4
Radio and Television 5
Newsletters 5
Brochures 5
Presentations 6
Conclusion 8

SECTION 3 - INDIVIDUAL ASSISTANCE AND TRAINING

Phone calls 10
Individual Assistance/Training 11
Conclusion 12

SECTION 4 - TRAININGS IN ST. JOSEPH COUNTY

Purpose 14
Content and Materials 14
Trainings 15
Participants' Evaluations 16
Staff Evaluations 18
Conclusion 20

SECTION 5 - TRAININGS IN OTHER AREAS OF THE STATE

Purpose 21
Content and Materials 21
Trainings 22
Participants' Evaluations 23
Staff Evaluations 27
Conclusion 29

SECTION 6 - RPR TRAININGS

Purpose 30
Content and Materials 30
Trainings 34
Participants' Evaluations 35
Staff Evaluations 40
Conclusion 42

SECTION 7 - RPR CONFERENCE

Purpose 44
Content and Materials 44
Participants' Evaluations 45
Staff Evaluations 47
Conclusion 48

SECTION 8 - RPR Follow-up Trainings

Purpose 49
Content 49
Schedule 50
Materials 51
Trainings 51
Participants' Evaluations 51
Staff Evaluations 53
Conclusion 55

SECTION 9 - RPR ACTIVITIES

Public Awareness 56
Communication/Assistance for RPRs 56
Log of Contacts 57
Bi-Monthly Reports 58
Conclusion 60

SECTION 10 - COORDINATION WITH OTHER AGENCIES

Local Level 61
State Level 61
National Level 62

SECTION - 11 DISSEMINATION 63

LOCATION OF GENERAL AND RPR TRAININGS 65

CONCLUSION 66

Section 1

Introduction and Background Information

This document contains a description and an evaluation of the activities conducted during the second year of operation of the Indiana Parent Training Project (IPTP) operated by the Task Force on Education for the Handicapped.

IPTP was funded by a two-year grant from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U.S. Department of Education. The time period covered in this report is June 1, 1981 through May 31, 1982. (For a detailed report of the activities conducted during the first year of the IPTP, contact the Task Force office.)

The Task Force on Education for the Handicapped began in 1973 as a volunteer parent coalition with the primary purpose of promoting quality education for handicapped students in St. Joseph County, Indiana. Its membership represents various disabilities and now includes individuals and organizations throughout the state of Indiana as well as some in other states. The Task Force, convinced of the value of parent-to-parent information and advice, has held conferences, conducted workshops and has helped smaller groups organize. In addition to IPTP, the Task Force has operated these projects:

- The Parent Information Center (PIC) under contract with the U.S. Office of Education (from 1976 through 1979). One of five such centers in the nation, the PIC provided information to parents of handicapped children on services available as well as information on the rights and responsibilities afforded to them by federal and state laws. This was done both on an "individual basis" and by means of workshops, primarily in St. Joseph County, with increasing numbers of requests originating from other areas of Indiana.
- The Indiana Surrogate Parent Program under contract with the Indiana Department of Public Instruction since 1977. Since 1978 this program has been implemented on a state-wide basis providing information and personnel resources to assist local school districts and other educational providers in recruiting, training, and assigning surrogate parents to eligible handicapped children.

- Project ASPECT (Assessing Special Education: Consumer Training) under contract with the U.S. Office of Education and the Office of Civil Rights from 1978 through 1980. This project included:
  - the development of an assessment tool, Assessing Special Education/A Guide for Parents and Advocates, to be used by consumers to assess their special education programs at the local district level. This guide was disseminated nation-wide.
  - training for parents and special education personnel in P.L. 94-142 and Section 504, state law and the educational process, with follow-up technical assistance to individual and consumer organizations.
- TECHS (Training Effective Consumers of Habilitative Services), through a grant from the Indiana Department of Mental Health/Division of Mental Retardation and Other Developmental Disabilities (November, 1981 through September, 1982). The goal of this project, awarded jointly to the Task Force and the Parent Information Resource Center (PIRC) in Indianapolis is to heighten the awareness of parents and disabled consumers of the Case Management System by providing information and training.

The Indiana Parent Training Program (IPTP) was designed to train parents in their rights and responsibilities as guaranteed by federal and state laws governing the education of handicapped children and based upon the belief of the Task Force that the most effective conduit to parents is through parent-based organizations with workshops presented on a parent-to-parent basis. The experience of the Task Force had indicated that a heightened awareness on the part of parents of these rights and responsibilities helps them to achieve a level of competence and confidence in their own expertise as equal participants on teams determining appropriate educational programs. The competence and confidence achieved through the training can lead to more effective co-operation and participation in the process and, ultimately, enhance the special education programs of their children— the major goal of the project.

The training of parents through IPTP was conducted, during this project year, on the following levels:

- One-to-one training assistance for parents in Indiana (by phone, mail, and in person)
- On-going training workshops for parents in the St. Joseph County area
- Training workshops for parents in other areas of Indiana
- Training an average of four regional parent representatives (RPRs) in each of five areas of Indiana who:
  - act as local support to other parents by conducting general training sessions on parents' and children's rights and responsibilities
  - provide individual advocacy training relating to education of handicapped children for parents in their region

The following information describes the activities of the second year of operation of IPTP and summarizes evaluation data for the purpose of assisting project staff in determining their effectiveness in the performance of project tasks towards meeting the goals and objectives. Specific evaluation data and the general conclusions will be useful in carrying out the objectives of the Indiana Parent Training Project for the three-year period 1982-1985 covered by the new grant awarded to the Task Force by the Division of Personnel Preparation.

Section 2

Public Information

The Indiana Parent Training Program has attempted to inform the general public, parents of handicapped children, education and social service professionals of its parent assistance and training activities through newspaper articles, news releases, brochure and newsletter dissemination, exhibits, radio and television interviews, and presentations.

The following public information efforts were conducted through June 1, 1981 through May 31, 1982.

NEWSPAPER ARTICLES/NEWS RELEASES

Newspaper articles highlighting the goals and objectives of the Indiana Parent Training Program and the Regional Parent Representative training, handicap awareness and special education regulations appeared in Michiana's major newspaper, the South Bend Tribune and the Evansville Courier Press.

News releases were sent to newspapers to announce general and in-depth topic trainings in which Regional Parent Representatives had participated. Approximately forty (40) releases were disseminated.

The following is a sample news release:

> PARENTS ARE INVITED TO ATTEND A FREE WORKSHOP ON UNDERSTANDING THE TESTING PROCESS FOR CHILDREN WITH SPECIAL EDUCATION NEEDS ON WEDNESDAY, OCTOBER 21 FROM 7:00 to 9:00 PM AT THE TASK FORCE ON EDUCATION FOR THE HANDICAPPED OFFICE.
>
> THE WORKSHOP WILL HELP PARENTS LEARN WHAT IS INCLUDED IN A GOOD EDUCATION EVALUATION.
>
> THE WORKSHOP IS SPONSORED BY AND WILL BE HELD AT THE TASK FORCE ON EDUCATION FOR THE HANDICAPPED, INC., 812 EAST JEFFERSON BLVD., SOUTH BEND. TO REGISTER IN ADVANCE, PLEASE CALL 234-1702

News releases describing the Task Force and Indiana Parent Training Project services were disseminated to approximately 335 area hospitals, schools, civic organization, guidance and testing centers, and other social service agencies.

RADIO AND TELEVISION

Approximately 52 radio public service announcements were aired prior to trainings. Staff were also interviewed by two local radio stations. At the beginning of the school year, general announcements were broadcast describing services provided by the Task Force's projects.

Television public service announcements (PSA) were aired for St. Joseph County trainings and the Task Force annual conference.

NEWSLETTERS

The Task Force publishes a comprehensive newsletter, The Task Force on Education for the Handicapped Reports, four times a year which contains pertinent information about education and services for handicapped children. The newsletter is sent to approximately 350 parents, professionals, and other interested persons in Indiana and surrounding states on a subscription basis. An additional 935 newsletters were disseminated at conferences, trainings, presentations, and to individuals seeking general information about the Task Force.

BROCHURES

The Task Force staff disseminated 6,087 brochures at conferences, trainings, presentations, and to individuals and agencies requesting project information. Regional Parent Representatives also received brochures to distribute in their communities. Over 1,920 of the 6,087 brochures were distributed to over 181 local and state educational and social service agencies as part of a state-wide dissemination project.

A separate flyer, outlining the goals and activities of the Indiana Parent Training Program was also disseminated to 660 parents and professionals.

EXHIBITS

The Task Force displayed brochures, newsletters, illustrated posters, and various training materials at area and state conferences and exhibits such as the White House Governor's Conference, area and state CEC and ACLD conferences, and other local exhibits or information fairs.

PRESENTATIONS

The Task Force and IPTP staff conducted nineteen (19) presentations to 735 children, parents, students, and professionals.

These presentations about parental involvement, special education rights and handicap awareness are indicated below:

Sponsor/Area	Date	Topic	Number Attended
Kiwanis Club South Bend	6/18/81	Task Force/Handicap Awareness	100
Optimists Club South Bend	7/21/81	Task Force	20
Michiana Kiwanis Club South Bend	8/ 3/81	Task Force/Handicap Awareness	35
Children's Hour Mishawaka-Penn Library	8/16/81	Living Independently as a Blind Person/Resources Available	20
Family Practice Center South Bend	8/23/81	Disability Identification of Young Children	13
Special Education Class Indiana University South Bend	10/ 1/81	Parent-School Communication/ Parent Involvement	30
Granger Presbyterian Preschool Granger	10/13/81	Understanding Handicaps	15
Indiana ACLD Conference St. Mary's College South Bend	10/17/81	Parent's Role in Educational Evaluation	20
Indiana ACLD Conference St. Mary's College South Bend	10/17/81	Barriers to Home/School Communication	12

Sponsor/Area	Date	Topic	Number Attended
Special Education Department Education Center South Bend	11/24/81	Parent's View: Conferences, Placement, Attitudes	35
Pilot Parents Program South Bend	11/ /81	Task Force Services	15
Special Education Class Indiana University South Bend	2/ 4/82	Parent Involvement/the Laws	35
Indiana Federation for Council for Exceptional Children Indianapolis	2/26/82	Multi-Disciplinary Team Where Do Parents Fit In	30
Child Care Consortium of St. Joseph County South Bend	3/ 2/82	Mainstreaming Handicapped Children in Day Care/Pre-School Programs	28
Epworth United Church Women's Group South Bend	3/14/82	Understanding Handicapping Conditions/Increasing Community Awareness	35
Muscular Dystrophy Association Mishawaka Public Library	4/15/82	Parental Rights in Special Education of Your Child	5
Rotary Club South Bend	4/21/82	Task Force/Handicap Awareness	250
Special Education Class Indiana University South Bend	4/22/82	Awareness of Parent Needs	25
Indiana Association for Bilingual Education Purdue University West Lafayette, IN	5/ 1/82	Hispanic Parent Involvement in Special Education	12
TOTAL 19			735

The following types of materials were disseminated at the presentations:

- Brochures, newsletters
- Fact sheets on parent/school communication, evaluation
- Fact sheets on federal and state special education regulations
- Checklists on developing an Individualized Education Program (IEP)
- Preparing for a case conference
- Closer Look information
- Checklists for organizing parent groups and special education parent advisory boards

CONCLUSION

Recommendations made last year to develop a more systematic method of publicizing individual advocacy assistance and training workshops were implemented in 1981 - 1982.

Two weeks prior to trainings news releases and radio announcements were sent to major newspapers and radio stations in the area of the training site. Service providers also received news releases of flyers about upcoming trainings. In some communities a contact person would disseminate additional flyers to parent and professional organizations, neighborhood newsletters, churches, etc.

Over 2,500 flyers were sent to four community school districts to disseminate to parents of children receiving special education services. Approximately half of the parents attending trainings in areas of the state outside of St. Joseph County indicated that they had learned of the trainings through flyers received through the schools. In addition, the dissemination of project information increased opportunities for coordination of parent training activities with school personnel.

In 1981- 1982, almost 4,000 additional brochures and 1,000 additional newsletters were mailed to parents and professionals than were distributed during 1980 - 1981. Regional Parent Representatives (RPRs) trained in years one and two also distributed brochures to parents in their communities.

Presentations made to civic organizations, students, parent groups, and professionals

contributed to increased awareness of the needs and potentials of handicapped students and their parents. Two hundred ninety-nine (299) more persons attended eight additional presentations in the 1981 - 1982 year. These contacts have led to requests for information, assistance, and training from specific groups, including the Hispanic community center, the South Bend school district's special education department, and Indiana University/South Bend's Division of Special Education.

During the implementation of future training programs, the IPTP staff will continue, whenever possible, to utilize a contact person in the area of the training site to disseminate information and receive registrations. Additional contacts should be made with special education administrators and teachers to disseminate information to a larger number of parents truly in need of information and assistance. The IPTP staff will continue to attempt to reach a larger number of minority and low income groups through contacts with local and state Hispanic organizations, Head Start, neighborhood community centers, and other state and community groups.

Section 3

Individual Assistance and Training

Individual assistance and training for parents and professionals was provided on a systematic basis through phone calls, mail, and direct contact with staff.

The tabulation of individual assistance and training provided by Regional Parent Representatives is documented in Section 9. The following activities were accomplished by Task Torce and Indiana Parent Training Program staff.

PHONE CALLS

The phone calls received were generally requests for information about educational rights, the parent's role in referral, evaluation, Individual Education Program development, local resources, school programs, and handicapping conditions.

Of 869 calls received by staff, 450 were requests for information about 16 different handicapping conditions. The largest number of these calls concerned eligibility and placement of students with learning disabilities. Information about emotional handicaps and mental retardation was the next most frequently requested.

The Indiana Parent Training Program does not have a toll-free line; however, parents and RPRs needing assistance were told to call collect, when necessary.

1) Number of phone calls received:

Parents	Teachers	Professionals	RPRs	Others	TOTAL
368	42	348	58	90	869

2) Calls were received from the following geographic areas:

St. Joseph County	Other Indiana	Out-of-State	TOTAL
611	325	64	869

The term parents includes parents and other relatives of handicapped children, foster parents, surrogate parents, and house parents. Professionals include education personnel (excluding teachers who are listed as a separate category) - therapists, administrators, social workers, etc. Others include students, interested public and handicapped individuals. RPR (Regional Parent Represent-

atives) include parents who have participated in the Indiana Parent Training Program training and continue to assist and train other parents of handicapped children in their communities. More phone calls were made to RPRs residing outside of South Bend, than received by them, in order to minimize their telephone expenses.

INDIVIDUAL ASSISTANCE/TRAINING

Between June 1, 1981 and May 31, 1982, Task Force and Indiana Parent Training Program staff gave on-going direct assistance to 117 parents and professionals with problems relating to the educational needs of handicapped children. Twenty (20) of those parents were referred to and consequently assisted by an RPR in the community. Individual training and assistance is defined as on-going communication by phone and/or in person to help parents resolve education-related problems.

Type of Problem and Concerns

- inappropriate placement for LD and ED students
- need for summer educational and recreational programs
- explanation and need for Rule S-5 (non-public/out-of-state) placement
- inappropriate or inaccurate evaluation
- obtaining related services
- finding appropriate educational programs for students recently handicapped as result of accidents
- due process and complaint rights and procedures
- timelines and procedures, IEP participation
- appropriate pre-vocational and vocational education

Assistance

- explanation of rights mandated by P.L. 94-142 and Indiana's Rule S-1
- information on handicapping conditions
- explanation of parents' and professionals' roles in referral, evaluation, IEP development, and monitoring
- provided information on vocational education/vocational rehabilitation
- provided information about local resources and school programs
- role-play of assertive communication techniques for parents at case conferences and other school meetings

- explanation of school evaluation instruments and procedures
- attendance at case conferences (I.E.P. meetings)
- parents attended training workshop
- assisted parents in letter writing and filing formal complaints when necessary

The objectives and level of individual assistance varied depending upon the specific needs of the parents and their level of knowledge and experience.

Materials Disseminated

- handouts of the federal and state special education regulations
- fact sheets on components of the I.E.P. and a comprehensive evaluation
- checklists on preparing for a case conference and developing an I.E.P.
- definitions of terms and acronyms
- Task Force brochure and newsletter
- list of residential programs, summer camps, etc.

CONCLUSION

The total number of calls received in the 1981-1982 period increased over 1980-1981 by 196, from 673 to 869. One hundred forty-one (141) of those calls were received from professionals. In this year, six hundred eleven (611) calls, an increase of three hundred sixty (360) phone calls from 1980-1981 were received from the St. Joseph County area. The number of calls for information and assistance may not seem as high as would be expected but RPRs continued to provide this assistance in their communities. (Note Section 9)

The number of individual parent assistance cases increased slightly and sixteen (16) additional cases were referred to Regional Parent Representatives throughout Indiana. During follow-up contact and phone calls, a large number of parents indicated that staff assistance/information was beneficial in enabling them to participate in the special education process. During the implementation of future training programs, the quality and effectiveness of assistance will be formally evaluated by phone surveys.

In staff discussions about individual assistance, it was recommended that parents be encouraged to utilize the information provided and strategies suggested, becoming less dependent upon IPTP staff. Parents in St. Joseph County who were assisted were notified of workshops held at the Task Force office. Again, parents need to be more encouraged to participate in the workshops as a more effective way of providing materials and assistance and offering an opportunity to meet other parents.

The staff participated in inservice trainings on time management, stress management, and interviewing and helping parents, which enhanced their skills in providing better quality advocacy assistance to parents. The staff has indicated that these inservice activities and other workshops on similar topics have increased their level of confidence and competence in providing assistance to both parents and professionals.

Section 4

Trainings in St. Joseph County

PURPOSE

Through the IPTP project, the Task Force has continued to serve groups of parents of school-aged handicapped children and young people in the St. Joseph County area, which includes South Bend and several surrounding school districts. Parents who were assisted individually were encouraged to attend group training sessions in the office. Training groups of parents provided parents the opportunity to directly ask questions, develop communication skills through role-play and group activities, to receive written materials, to learn about local educational resources and to share information and concerns with other parents.

The specific objectives of the training workshops differed, according to the needs of the specific group. Some of the workshops focused on in-depth information on specific topics. However, the basic objectives were to increase participants' understanding of their rights and responsibilities; the special education process; and their role in planning, implementing, and monitoring their childrens' educational program.

CONTENT AND MATERIALS

The activities carried out at the workshops included a combination of some or all of the following:

- introduction of staff/participants, warm-up activity, review of workshop purpose and goals
- present an overview of federal and state laws governing the the provision of special education and related services
- explain the three major phases of the special education cycle (planning, implementation, and monitoring/reviewing) and the ways parents are involved in each phase
- highlight assertiveness techniques for school meetings and for maintaining on-going communication
- review the function and purpose of an IEP
- involve participants (and trainers) in relevant role-play and problem-solving activities

- answer questions
- conduct necessary follow-up assistance

The format of the trainings included lecture presentations, small group activities and discussions, role-play activities, and a question and answer session. For some topics, such as communication, videotapes were used. Task Force staff, in combination with an RPR and/or school or other professionals conducted the workshops which were 2½ to 3½ hours in length.

The participants received the following materials in a packet:

- workshop agenda
- fact sheets on state and federal laws
- handouts on referral and evaluation procedures and suggestions for contributing information during the evaluation process
- checklists for parents preparing for a case conference, IEP
- handouts on communication techniques and role-play instruction
- "Parent-Citizen Handbook - A Guide to Special Education" published by the Division of Special Education/Indiana Department of Public Instruction
- Task Force and IPTP brochure
- evaluation form

TRAININGS

The Indiana Parent Training Program conducted 8 trainings for 94 parents and professionals in the St. Joseph County area from June 1, 1980 to May 31, 1982. The list represents trainings initiated by the IPTP staff; requests from St. Joseph County parent groups, school personnel, and other professionals are listed under presentations in Section 2.

Trainings	Date	Topic	Number Attended
Task Force Office	10/21/81	Parent's Role in Educational Evaluation *	5
Task Force Office	11/12/81	Communicating at a Case Conference *	7
Task Force Office	11/17/81	Parent's Role in Educational Evaluation *	5
ACTION/Neighborhood Centers Staff South Bend	12/ 3/81	Understanding Special Education and Parents' Rights	9
First United Methodist Church (presented by Director of Northern Indiana Legal Services Organization)	3/10/82	Special Education Legislation: Past, Present and Future	32
Task Force Office	4/ 7/82	Communicating with School Personnel	3
Task Force Office	4/20/82	I.E.P. Development *	3
St. Mary's College Clubhouse (presented by Director, Division of Special Education/ Indiana Department of Public Instruction) Notre Dame, IN	5/11/82	Special Education in Indiana: Present and Future; Need for Parent Involvement	30
TOTAL 8			94

* An RPR and/or professional assisted project staff with these trainings.

PARTICIPANTS' EVALUATIONS

Satisfaction with the training is measured at the conclusion of each training session by a Workshop Evaluation form. Forty-two (42) evaluation forms were received from sixty-four (64) participants. Thirty participants at the last training did not receive evaluation forms due to the informal format of the workshop.

The following is a tabulation of the general training evaluation responses.

WORKSHOP EVALUATION

I am a parent 26

teacher 5

other 11 (please specify)

	Excellent				Poor
1. Overall, I consider this workshop:	5	4	3	2	1
	27	12	3	0	0
2. The organization of the workshop was:	5	4	3	2	1
	31	5	6	0	0

3. How could the workshop organization be changed for the future? Too much subject for time alloted.

	Very Beneficial				
4. Participant involvement was:	5	4	3	2	1
	20	17	5	0	0

5. How could participant involvement be improved? More time for parent in-put. Shorter presentation. How about more people. Let participants write down questions. Beneficial having a school psychometrist present. Curtail some discussion.

6. The most useful part of the workshop was: Everything. Handouts informative. Suggestions of things parents can tell the psychometrist. Discussion. Information packet.

7. The least useful part of the workshop was: All good. Whole workshop was useful. The donuts.

8. List something useful that you learned from attending this workshop. How important parent participation is. "Teaming." I learned about importance of P.L. 94-142. Good historical background. Rule S-1 in more detail. Pertinent questions to ask.

9. Comments

IPTP and Task Force staff also completed an evaluation form after each general training. The purpose of the staff evaluation was to improve and revise training techniques, organization and content and to demonstrate which group activities, visual aides or techniques were especially effective.

The following is a summary of the staff evaluation responses from St. Joseph County trainings.

EVALUATION SHEET FOR STAFF

STAFF: Summary of Staff Evaluations for St. Joseph County DATE: _____

WORKSHOP TITLE: _____

PLACE: _____ NUMBER PRESENT: _____

Below are statements and questions relating to the training session. Please complete them as accurately as possible.

1) RAPPORT WITH PARTICIPANTS — To what degree did you have good eye contact, relaxed posture, etc.?

Good. Participants felt comfortable enough to interact. Good attention.

To what degree did you elicit participant involvement? How could it be improved? Use of overhead transparencies, group activities, etc.?

Over involvement - at times it was hard to focus on content, but Joyce re-focused some questions and got parents back on track. Difficulty curtailing discussion.

2) ORGANIZATION OF THE WORKSHOP — Was the organization of the presentation clear? How could it be improved?

Well organized. With small group (five participants) it was difficult not to become personally involved and agenda on flipchart helped us stay on target.

Was the purpose and topic of the workshop clearly explained? How? Why? Or why not?

Yes - Reviewed purpose at beginning and end.

How well were the segments of the presentation coordinated?

- Flowed well. In evaluation training, presentors did not have time to summarize points.
- Good response to posters.
- Sometimes too much shuffling of papers.

3) CLARITY OF THE INFORMATION PRESENTED — Was the information on the laws and parts of the special education process (evaluation, case conference, IEP) presented in a concise manner? How could it be improved.

- Yes
- Needed to cover evaluation, IEP in more detail - lacked time.
- Parents asked questions if they needed further information.

Were the rights and responsibilities of the parents emphasized? Was the role of the parent of a handicapped child in special education explained.

4) WAS THE PHYSICAL ARRANGEMENT SATISFACTORY? What could be done differently?

Good seating arrangement - office conference room.

5) WHAT FOLLOW-UP ACTIVITIES ARE NEEDED? Examples: attending case conference with a parent, send information, refer parent to another agency or person.

Keep in touch with parents to see if they need further help.

Couple of parents need individual assistance at the case conference.

COMMENTS, OTHER SUGGESTIONS:

Teacher explaining how she develops good communication with parent - was an asset to workshop.

CONCLUSION

The number of St. Joseph County training workshops and attendance decreased slightly from 1980-1981 project year. Two workshops were cancelled due to the small number of participants registered. This could be partially attributed to an over-dependence on the individual assistance provided and to the numbers of parent training workshops sponsored by the Task Force that parents in the St. Joseph County area have attended over the years. The number of St. Joseph County trainings conducted in 1981-1982 by the IPTP staff was less than those conducted in 1980-1981 project year because local RPRs conducted community-based workshops previously conducted by IPTP and Task Force staff. One recommendation is to conduct building-based trainings and additional training for specific parent groups and organizations. During implementation of other training projects, staff will continue to work with Black and Hispanic community neighborhood centers to coordinate parent workshops.

Participants' and staff evaluations have indicated that the quality of the presentations have greatly improved. The staff followed recommendations regarding training techniques made the previous year, thus methods and training techniques have become more refined and sophisticated.

Overall, participant involvement was rated very beneficial to beneficial. However, staff responses indicated the need to have control over group discussion and a balance of lecture and activity, which can be somewhat determined by the level of knowledge and experiences of the participants.

Efforts had been made to tailor the topics, activities, and materials disseminated to meet the specific needs of the participants. Participants' responses indicated that the structured group activities and written materials received were helpful in increasing their understanding and skills in participating in the special education process. Some parents requested additional assistance in resolving long-term issues, such as independent evaluation, placement, complaint and due process procedures.

In future projects, refinements in training method, topic, and materials will continue to be made based on participants' and staff evaluations. Staff will also attempt to use and receive evaluation forms from all participants.

Section 5

Trainings in Other Areas of the State

PURPOSE

The IPTP staff or Regional Parent Representatives responded to all requests for trainings in rural and urban areas of the state outside of St. Joseph County. Trainings were conducted in locations where individual parents or professionals had indicated a need for additional parent and professional education and awareness. Six of the fourteen trainings were conducted to recruit potential RPRs.

The objectives of these trainings differed, according to the needs of the specific group. The primary objectives were to increase participants' understanding of their rights and responsibilities, the special education process and their role in planning, implementing and monitoring their children's educational program. The objectives of some trainings were to increase knowledge and skills in the following areas: developing an I.E.P., organizing an effective parent advisory board, and developing positive parent/professional communication.

CONTENT AND MATERIALS

The activities and curriculum used at these trainings were similar to those described for the St. Joseph County trainings in Section 4. The content included information on federal and state special education laws, the special education process and more specific information on parent advisory boards, I.E.P., etc. The format included lecture presentation, discussion, and role-plays. Various audio visuals, such as illustrations, transparencies and videotapes were utilized. The trainings were 2½ to 4½ hours long.

Participants received a packet of the following materials: handouts and checklists on laws, evaluation, case conference, I.E.P., acronyms, definitions, advisory boards, etc.

TRAININGS

Thirteen (13) trainings were conducted for 317 parents and regular and special education professionals outside of St. Joseph County. One of those trainings was conducted in another state.

Sponsor/Area	Date	Topic	Number Attended
Gibson-Pike-Warrick Special Education Cooperative Booneville, Indiana	6/ 8/81	Special Education - Parent Advisory Boards	18
Southwestern Ohio Parent Information Center Cincinnati, Ohio	10/23/81	Developing an I.E.P.	30
West Lake Special Education Cooperative Munster, Indiana	12/ 9/81	Parent School/Communication	45
ACLD Group Indianapolis, Indiana	2/18/82	Communicating at a Case Conference	10
Evansville-Vanderburg Development and Training Center Evansville Public Schools Evansville, Indiana	3/ 2/82	Special Education Process	44
Evansville-Vanderburg Development and Training Center Evansville Public Schools Evansville, Indiana	3/ 3/82	Special Education Process	49
Woodlawn Center (ARC Preschool) Logansport, Indiana	3/16/82 A.M.	Special Education Process for Parents of Preschoolers	9
Woodlawn Center (ARC Preschool) Logansport, Indiana	3/16/82 P.M.	Special Education Process for Parents of Preschoolers	10
Gary Community School District Gary, Indiana	3/24/82 A.M.	Special Education Process	19
Gary Community School District Gary, Indiana	3/24/82 P.M.	Special Education Process	18

Sponsor/Area	Date	Topic	Number Attended
ACLD Group Princeton, Indiana	4/14/82	Special Education Process	26
Monroe County Joint Special Education Program Bloomington, Indiana	5/ 4/82	Special Education Process	21
Katherine Hamilton Mental Health Center (in conjunction with the Protection and Advocacy Commission) Terre Haute, Indiana	5/ 4/82	Developing an I.E.P.	18
TOTAL 13			317

PARTICIPANTS' EVALUATIONS

Satisfaction with the training content and method of presentation is measured at the conclusion of each training by one of two workshop evaluation forms. One hundred twenty-nine (129) evaluation forms were collected from two hundred sixty-six (266) participants. The remaining fifty-one (51) participants did not receive forms due to the nature of the training.

WORKSHOP EVALUATION

I am a parent 33
teacher 18
other 10 (please specify)
psychometrist 1

	Excellent				Poor
1. Overall, I consider this workshop:	5	4	3	2	1
	33	23	4	1	0
2. The organization of the workshop was:	5	4	3	2	1
	33	22	6	0	0

3. How could the workshop organization be changed for the future? Have this before parent's children go to public schools. Make it longer; stay on agenda.

	Very Beneficial				
4. Participant involvement was:	5	4	3	2	1
	25	16	14	5	1

5. How could participant involvement be improved? The terminology was a little complex. Role-play. Questions beforehand. Need more time. I felt participants were very actively involved.

6. The most useful part of the workshop was: All. Explaining laws. Posters. Handouts. Parent perspective helpful. Review of laws. All was important. I.E.P. development. The handouts, parents view of case conference. I.E.P. planning. Flexibility of presentors.

7. The least useful part of the workshop was: Include someone from local school corporation. Most of the ideas were common sense. Left nothing out. Thought it was all useful.

8. List something useful that you learned from attending this workshop. Be positive with schools, if possible. Suggestions for preparing for a case conference. Learning to ask questions at school. Proper way to prepare for a case conference. I had never heard of an I.E.P.

9. Comments Very good reinforcement of concepts. I appreciate the parents point of view. Enjoyed it. Agree that we should all work together. Worth while. Good humor - the calmness of leaders. Very educational. Too bad we can't require this for parents.

TASK FORCE GENERAL PARENT TRAINING EVALUATION

DATE: _____ CITY: _____

1. Please mark all that apply. Are you a:

44	Parent of a handicapped child?	13	Special education teacher?
4	Regular classroom teacher?	1	School administrator?

other 5

2. How were you notified about these parent training sessions?

2	Newspaper	7	Friend
1	Radio	15	Poster/flyer
1	T.V.	28	Flyer sent home from school
2	Parent group	4	Phone call

Other 9

3. What prompted you to attend?

25	Subject or areas to be covered in training sessions.
30	My own need for specific information.
13	Assigned or requested to attend by my organization or agency.

Other 2

4. Below are the stated goals of the workshop. Indicate the degree to which you feel each goal was attained *in relationship to yourself, not the group as a whole.*

	Clearly Attained				Clearly Not Attained
	5	4	3	2	1
a. To increase participant's knowledge of educational rights of handicapped children.	28	25	6	2	0
b. To make participants aware of the need to function as a team when planning for the needs of handicapped children	38	15	6	1	0
c. To help participants feel comfortable about their role in working in behalf of handicapped children	32	16	11	1	0
d. To help participants feel confident in dealing with school personnel	24	18	16	2	0

(Please turn over)

5. Participant involvement was:

Very Beneficial				
5	4	3	2	1
27	27	6	1	0

6. How could participant involvement be improved? Communicate more. More meetings. Relay information to PTA and other organizations.. Need break. Thought you handiled it beautifully - some people comfortable listening. Possibly submit written questions before session.

7. In general how would you rate this parent training session? (Circle one)

Excellent	Very good	Good	Fair	Poor
(11)	(16)	(18)	(2)	(0)

8. If you found the training session beneficial, please list a few important things that you learned: What I can do as a parent about placement in program. Whole program was very useful. Legal basis for special education and children; laws; I.E.P. Handouts are excellent. Extent of parent involvement in the case conference. To feel part of the evaluation team. You can change your mind about your child's I.E.P.

9. What suggestions do you have, or what additional information would you like covered, that would improve this parent training session? Need knowledge of community service. Would like to know more about ACLD. Individual sessions with parents. Copies of forms to sign. Ways in which you can receive the best possible evaluations. Time for discussions about schools. More time for questions.

10. For future training sessions, which of the areas do you feel that you need more information on? (Please indicate by using first (1), second (2) and third (3), etc. in the section below:

21	The Special Education Process
18	Education Process for Parents of Preschoolers
21	Practice Participating in a School Conference
22	Evaluations
27	Organizing a Parent Group
13	Least Restrictive Environment
24	Parents on Special Education Advisory Boards
16	Vocational Education
16	Preparing for a Due Process Hearing
11	What is a Surrogate Parent?
1	Law - P.L. 94-142 - Rule S-1 and 504

Would you like to receive more training to become a Parent Representative and be an advocate for handicapped children? _____ Yes _____ No

If yes, PLEASE FILL IN THE FOLLOWING INFORMATION:

Name _____

Address _____

City _____ State _____ Zip _____

Phone (Include area code) _____

EVALUATION SHEET FOR STAFF

STAFF: Summary of Staff Evaluation for Out of St. Joseph County DATE: _____

WORKSHOP TITLE: _____

PLACE: _____ NUMBER PRESENT: _____

Below are statements and questions relating to the training session. Please complete them as accurately as possible.

1) RAPPORT WITH PARTICIPANTS — To what degree did you have good eye contact, relaxed posture, etc.? Super. Smaller room for morning session may have contributed to better rapport and eye contact.

To what degree did you elicit participant involvement? How could it be improved? Use of overhead transparencies, group activities, etc.? Good Participation. Role-play effective. Posters really elicited involvement. Afternoon group reserved. More time needed. General training was basically presenting information, little discussion. Had to really work at getting parent participation. Participants seemed relaxed and asked good questions.

2) ORGANIZATION OF THE WORKSHOP — Was the organization of the presentation clear? How could it be improved?

More time to get details of communicating a: a case conference. Give more specific tips on teachers building good communication skills.

Was the purpose and topic of the workshop clearly explained? How? Why? Or why not? Yes

Discussion of goals at beginning

Needed to spend more time explaining RPR training.

How well were the segments of the presentation coordinated?

Most information came out in discussion in I.E.P. workshop. Well coordinated, but spoke too rapidly to this large group.

3) CLARITY OF THE INFORMATION PRESENTED — Was the information on the laws and parts of the special education process (evaluation, case conference, IEP) presented in a concise manner? How could it be improved.

Yes. Yes, was clear. Outline and transparencies help.
Couldn't get all information across, but good interaction took place among the participants.

Were the rights and responsibilities of the parents emphasized? Was the role of the parent of a handicapped child in special education explained?

Yes - throughout workshop
Yes

4) WAS THE PHYSICAL ARRANGEMENT SATISFACTORY? What could be done differently?

Classroom too large - have a smaller room; conference room very comfortable
Difficult to move videotape machine out of car and into building
Horrible
Nice semi-circle room

5) WHAT FOLLOW-UP ACTIVITIES ARE NEEDED? Examples: attending case conference with a parent, send information, refer parent to another agency or person.

Terre Haute - possible RPR site for next year
Thank you letters to contact person
Send additional information on evaluation to some parents
Send information about agency and training to potential RPRs
Check on Parent Advisory Board in a few months

COMMENTS, OTHER SUGGESTIONS:

Remember to explain about filling out evaluation forms at the beginning of the workshop

RPR session planned

CONCLUSION

In 1981-1982 three hundred seventeen (317) individuals attended 13 trainings; an increase of two hundred ten (210) participants and three additional trainings from 1980-1981. An increase may be partially attributed to the increased publicity via news releases, radio announcements and flyers disseminated through the schools and to attempts of the IPTP to go to areas where parents have not otherwise had the opportunity to participate in such workshops.

The majority of workshop participants indicated that the workshop did offer valuable information on the laws, parents' rights, evaluation, and communication techniques.

However, parents frequently indicated that they wanted more in-depth information on the following topics: organizing a parent group, or special education parent advisory boards, evaluation, vocational education, and due process.

Overall, the organization of the workshops was rated from excellent to good, and participant involvement from very beneficial to fairly beneficial. A frequently noted suggestion for enhancing participant involvement was for the audience to submit written questions prior to the training and have longer training sessions.

The responses also indicated that the presentors utilized good visual materials, written materials, and were effective public speakers.

Over twenty parents who attended these workshops indicated an interest in participating in the Regional Parent Representative Training. Thirteen of these individuals (from areas of the state outside of St. Joseph County) ultimately became RPRs.

Section 6

RPR Trainings

PURPOSE

The objectives of the two-day Regional Parent Representative training were the following:

- to convey in-depth knowledge of laws, parents' rights, the role of advocates, special education systems, community resources
- to develop skills in understanding federal and state regulations, one-to-one consultation, and training
- to leave well trained RPRs who will assist and train other parents of handicapped children, who can ultimately be more knowledgeable and participate to a greater degree in their children's programs

The IPTP staff recruited and selected parents who had been involved in parent assistance activities, parent/advocacy groups and/or who had children in special education and understood the need for parent involvement. Parents were referred by school personnel, members of parent-professional organizations, such as ACLD, CEC and recruited at general training sessions. Potential RPRs filled out a questionnaire rating their past involvement with handicapped individuals and their personal interests and experiences in this area. IPTP staff conducted a telephone interview with the selected RPRs to clarify the training goals and staff and RPR responsibilities.

Prior to the two-day training, material on the special education process was mailed to participants as was a self-administered test (to be returned to IPTP staff) to assess knowledge about special education rights.

CONTENT AND MATERIALS

The training format included presentations by IPTP staff and local school and community personnel, role-playing activities, a review of videotapes of case conferences, and question and answer sessions.

The following is a sample schedule:

TASK FORCE on EDUCATION
for the HANDICAPPED, Inc.

812 EAST JEFFERSON BOULEVARD
SOUTH BEND, INDIANA 46617
(219) 234-7101

SCHEDULE
RPR Workshop
Evansville

Wednesday, April 14, 1982 -- LAYING A FOUNDATION OF FACTS

8:15	INTRODUCTION Task Force on Education for the Handicapped Review of the Indiana Parent Training Program Workshop Goals Measure of Attitudes
9:00	STATE ORGANIZATION OF SPECIAL EDUCATION
9:30	OVERVIEW OF SPECIAL EDUCATION PROCESS Five Laws Affecting Special Education Evaluation Case Conference IEP
10:30	LAWS - HOW TO USE THEM State and Federal Legal System How to Read Regulations Civil Court Rulings on Special Education Issues
11:30	CURRENT "HAPPENINGS" WITH FEDERAL LAW/REGULATIONS
12:00	LUNCH - SHARING SESSION - (Bring a Sack Lunch)
12:30	ACTIVITY: APPLYING THE LAW TO CASES
1:30	YOUR LOCAL SPECIAL EDUCATION DISTRICT Organization and Programs of Your Special Education District
2:15	RESOURCES FOR PARENTS AND THEIR CHILDREN Gathering Information About Local and State Agencies
2:45	REVIEW HOME WORK ASSIGNMENT EVALUATION
3:00	CONCLUSION Day 1

TASK FORCE on EDUCATION
for the HANDICAPPED, Inc.

812 EAST JEFFERSON BOULEVARD
SOUTH BEND, INDIANA 46617
(219) 234-7101

SCHEDULE
RPR Workshop
Evansville

Thursday, April 15, 1982 -- DEVELOPING ASSISTANCE AND TRAINING SKILLS

8:45	REVIEW HOMEWORK ASSIGNMENT
9:30	SAFEGUARDS: COMPLAINT AND DUE PROCESS Complaints to the State Complaints to Office of Civil Rights and Office of Special Education Due Process Hearing (Video-tape)
10:45	Break
11:00	BECOMING A REPRESENTATIVE OF PARENTS Interviewing Parents Preparing Strategies Mock Interview Communicating at Meetings
11:45	WORKING LUNCH
12:30	REPRESENTING PARENTS AT A CASE CONFERENCE Viewing of Case Conference Video-tape Discussion
1:30	ACTIVITY: ROLE-PLAY Communicating at a Case Conference
2:00	Break
2:15	DEVELOPING TRAINING SKILLS Outreach Organizing and Conducting a Training
3:15	ONGOING ASSISTANCE AND RECORD KEEPING Phone calls, Bi-monthly Reports Follow-up Meetings
3:30	CONCLUDING COMMENTS Goal Setting Task Force Expectations Evaluation
4:00	Conclusion

Through the use of handbooks, resource folders, and training units, the Indiana Parent Training Program staff prepared RPRs to increase their knowledge and skills as local resources for parent assistance and training.

RPR Handbook

During the training, RPRs were given a 200-page handbook developed by Indiana Parent Training Program staff to be used as a training guide and visual aid. The handbook contains six major topic areas:

- Special education process
- Due process and complaint procedures
- Systems (organization of special education districts and cooperatives)
- Community/state resources
- Parent training methods
- Becoming a representative of other parents

The handouts, checklists, legal indexes, intake forms, etc. included in the handbook were reproduced by RPRs and used in their workshops and individual assistance efforts.

Resource Folder

A resource folder included a collection of materials, such as:

- P.L. 94-142 Rules and Regulations
- Indiana's Rule S-1
- Section 504 Rules and Regulations
- Indiana's State Plan
- Section 504 Booklets
- School Records Booklet
- A Parents' Guide to the I.E.P. (Gallaudet College)
- A Guide for Parents and Advocates for Special Education (Children's Defense Fund)

Training Units

A large packet, containing seven separate training units were given to each RPR site. Each training unit includes lecture material, handouts, and suggested small group activities to be used by RPRs in their local training activities. The training unit topics are:

- The Special Education Process
- Educational Process for Parents of Preschoolers
- Practice Participating in a School Conference
- Educational Evaluation
- Using Parents on Special Education Advisory Boards
- Preparing for a Due Process Hearing
- Organizing a Parent Support Group

Brochures

Project staff gave Task Force brochures to the RPRs to be disseminated in their communities. RPRs in each site were encouraged to put their phone numbers and addresses on the brochures as part of their outreach activities.

At the conclusion of each RPR training and on an on-going basis, refinements and revisions were made in the agenda, method of presentation and materials.

RPR TRAININGS

Site/Area Covered	Date	RPRs	Others Attending
Indianapolis 5 corporations	1/26-28/82	9	5
South Bend 1 corporation	2/18-19/82	3	2
Evansville-Princeton 2 corporations	4/14-15/82	3	3
Gary 2 corporations	5/ 5/82 5/12/82 5/19/82	4 4 4	1 1 1
Bloomington 1 corporation	5/13-14/82	5	0
5 Sites		24 RPRs	11 others

11 school corporations

RPR EVALUATIONS

Three different evaluation forms were used for the RPR training. Below is a summary of responses from each evaluation form.

R P R WORKSHOP EVALUATION

DAY 1	SESSION	RATING			COMMENTS
		Very Useful	Fairly Useful	Not Useful	
Morning	History/Organization of Special Education • History of Sp. Ed. • Sp. Ed. - Organization Financed • State & Local Special Education Departments	10	5		Would like a little more detail of financing special education. Could have been more in-depth. Good background to understand the way special education is organized.
	Overview of the Special Education Process • Laws • L.R.E. • Evaluation • Case Conference • I.E.P.	18			Very interesting and informative. This was all useful and essentially the backbone of what parents need to know. Just not enough time.
	Laws - How to Use and Understand • State & Fed. Legal System • How to read the regs. • Civil Court Rulings	17			Would like more time to read the rulings. Had very little knowledge of this prior to today. Essential to know where to look for legal basis.
Afternoon	Activity: Applying the Law to Cases	16			Very good; practical. Excellent activity.
	Safeguards: Complaing & Due Process • Parental Rights • Complaints to State • Complaints to OCR & OSERS • Due Process Hearings	13	4		Went too fast. Still not clear about OCR complaint.
	Your Local Special Education District	4	5	2	No new information. Special Education director

R P R WORKSHOP EVALUATION

DAY 2	SESSION	RATING			COMMENTS
		Very Useful	Fairly Useful	Not Useful	
Morning	Review Homework Assignments	11	6		
	Resources • Gathering Info. - Local and State Agencies	12	6		Glad to have this information available. Knowing I have a list readily available to me, makes me feel more confident.
	Local Resource Person	10	7		
	Becoming a Rep. of Parents • Interviewing Parents • Preparing Strategies • Communicating at Meetings • Mock Interview	13	3		I feel more confident now.
Afternoon	Activity: Roleplay of Representing Parents at a Case Conference	11	3	1	Many aspects of film were too obvious. I'd like to do more of this, not necessarily the role-play though.
	Developing Training Skills • Outreach • Organizing & Conducting a Training • Using T.F. Training Matls.	9	6	1	The material will be most helpful. I am not sure that I feel comfortable enough with this material at this time.
	On-going Assistance and Record Keeping • Phone Calls, Bi-Monthly Reports • Follow-up meetings	12	7		
	Conclusion • Goal Setting • T.F. Expectations • Evaluations	9	6		Good that we continue to keep goals and training enthusiasm going. Fantastic. Really enjoyed workshop. Your training is very useful and relevant.

R P R
Workshop Evaluation

This form is filled out at the conclusion of the first day of the two-day training.

INTERIM WORKSHOP EVALUATION

1. Is there anything that was unclear in today's presentation? If so, what?
   - The financial aspect of Special Education
   - I felt that we went through the due process too fast
   - I was interested in financing
   - No
   - No

2. From what part of today's workshop did you benefit the most?
   - Working with the law activity
   - Laws; how to use and understand
   - State and federal legal system
   - I.E.P. checklist
   - Laws; agencies to contact
   - Lack of time left me wanting more
   - I.E.P.
   - The handouts

3. From what part of today's workshop did you benefit the least?
   - Parents' rights connected with the case conference
   - Learned a lot from all
   - Local special education district
   - Visit from Special Education directors
   - Everything beneficial

4. Is there anything our staff could do to be more helpful? If so, what?
   - Just there to answer questions when I need help
   - You were very clear in your presentation
   - No
   - Very helpful and full of information
   - Do not know
   - No
   - Have more time for all this material

5. Do you have any suggestions for improvement in the workshop's arrangement?
   - No. I really enjoyed the organization. Very tight.
   - I feel it would be more helpful if supplies were given before workshop
   - I appreciate your answering our questions as they came up
   - It moved very smoothly with plenty of room for questioning
   - No
   - Done well

The RPRs completed a third evaluation form which assessed the extent which RPRs felt their knowledge had increased. They were asked to indicate their knowledge before the workshop and their knowledge after the workshop. The following indicates the average units of growth from nine RPRs.

SELF-EVALUATION: GROWTH IN KNOWLEDGE AND SKILLS

1) To what extent has your understanding about the following elements of special education been increased?

ROLE OF EVALUATION IN THE SPECIAL EDUCATION PROCESS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 4.66

PURPOSE OF CASE CONFERENCE	3.88
ELEMENTS OF GOOD I.E.P.	4.88
WHAT CONSTITUTES LEAST RESTRICITIVE ENVIRONMENT	4.55
DUE PROCESS HEARING STEPS	4.11
PARENTAL RIGHTS	4.33

2) To what extent has your understanding about educational law been increased?

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (P.L. 94-142)	5.55
SECTION 504	5.55
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT	5.77
RULE S-1	6.66
VOCATIONAL EDUCATION ACT AMENDMENTS	5.00

3) To what extent has your knowledge about resources for parents of handicapped children been increased?

LOCAL PUBLIC SPECIAL EDUCATION	4.77
STATE AND LOCAL AGENCIES, ETC.	5.00

4) Have you increased your skill in using the law?

READING REGULATIONS	6.33
INTERPRETING REGULATIONS	6.11
APPLYING THE LAW TO INDIVIDUAL CASES	6.11

5) Will you have increased your skills in formally raising issues with local, state, and federal agencies?

STATE AND FEDERAL COMPLAINTS	4.33
COMMENTING ON WRITTEN PLANS	2.57
ASSESSING LOCAL SPECIAL EDUCATION PROGRAMS	3.28

6) Will you have increased your skill in sharing information and making referrals?

CLARIFYING REQUESTS FOR INFORMATION OR REFERRAL	4.66
LOCATING INFORMATION SOURCES	5.33

7) Will you have increased your skill in becoming a trainer of other parents?

ORGANIZING TRAININGS	4.33
DEVELOPING TRAINING CONTENT	4.33
MAKING PRESENTATIONS	3.66

8) Will you have increased your skill in working on a one-to-one basis with other parents?

ESTABLISHING RAPPORT WITH OTHER PARENTS	4.11
CLARIFYING THEIR NEEDS	4.22
ASSISTANCE WITH PROBLEM-SOLVING	5.00
REPRESENTING THEM WITH THE APPROPRIATE AMOUNT OF INVOLVEMENT	4.88

9) Will you have increased your ability to communicate effectively at school meetings?

PREPARE YOURSELF FACTUALLY	4.55
PREPARE YOURSELF (AND PARENT) PSYCHOLOGICALLY	4.33
DEAL WITH COMMUNICATION BLOCKS	4.33

EVALUATION SHEET FOR STAFF

STAFF: RPR STAFF EVALUATIONS — 5 Sites DATE: _____

WORKSHOP TITLE: _____

PLACE: _____ NUMBER PRESENT: _____

Below are statements and questions relating to the training session. Please complete them as accurately as possible.

1) RAPPORT WITH PARTICIPANTS — To what degree did you have good eye contact, relaxed posture, etc.?

Good. Group was very responsive and enthusiastic.
Participants and staff had good rapport

To what degree did you elicit participant involvement? How could it be improved? Use of overhead transparencies, group activities, etc.?

Some overheads seemed fuzzy. Flipchart helpful. Enjoyed the role-play very much. Many opportunities for exchange of information between participants.

2) ORGANIZATION OF THE WORKSHOP — Was the organization of the presentation clear? How could it be improved?

Hard to stay on topic at times. Condensed format; difficult to stay within time frame. Level of participant knowledge varied, had to be flexible in level of information presented. Needed to stick to agenda better.

Was the purpose and topic of the workshop clearly explained? How? Why? Or why not?

Yes - put purpose and goals on flipchart
Yes - went into background about RPR and IPTP program goals

How well were the segments of the presentation coordinated?

OK
Good
Due to limited time and numerous concerns of the participants, the topics were changed

3) CLARITY OF THE INFORMATION PRESENTED — Was the information on the laws and parts of the special education process (evaluation, case conference, IEP) presented in a concise manner? How could it be improved.

Good - different degrees of knowledge was sometimes a challenge in explaining everything to all levels
Perhaps needed to go into more depth in due process
Yes, content clearly presented

Were the rights and responsibilities of the parents emphasized? Was the role of the parent of a handicapped child in special education explained?

4) WAS THE PHYSICAL ARRANGEMENT SATISFACTORY? What could be done differently?

Nice facility
Very nice, quiet and roomy
Good equipment (chalkboard)
First day, room was too large and cold

5) WHAT FOLLOW-UP ACTIVITIES ARE NEEDED? Examples: attending case conference with a parent, send information, refer parent to another agency or person.

Wanted more information on funding for preschool
Follow-up on RPRs' concerns about computerized I.E.P.s

COMMENTS, OTHER SUGGESTIONS:

Go over assertive behavior and communication skills more
Make clearer transparencies on LEA and SEA organization
Put sample S-1 complaint in Handbook
Do not go into due process and training skills in detail until follow-up workshop

CONCLUSION

The IPTP staff made revisions based on last year's suggestions in RPR recruitment, materials, training format, and the method of presentation.

In 1981-1982 a larger number of parents were recruited from parent groups and through general training workshops. Potential RPR referrals were also received from special education teachers, directors and community agency professionals. A larger number of parents were recruited so that the most competent and interested parents could ultimately be selected as Regional Parent Representatives.

An application form was sent to all those who indicated interest in participating in the program. This form will be revised for future training programs in order to obtain a more accurate profile of the RPR's skills, knowledge, and interests.

The IPTP staff also disseminated flyers and personal letters to numerous agencies representing minorities and low income groups.

A telephone interview was then conducted with parents who had returned their RPR application form to clarify the purpose of the training and the responsibilities of volunteer RPRs and staff.

Overall, the RPRs indicated that the training curriculum was very useful and relevant. The sections on the special education process, laws, and using the regulations were cited as the most useful. Participants suggested that more time was necessary to adequately cover the due process and complaint topics. Following these suggestions, the topics were only highlighted at the initial RPR training, then covered in more detail at the follow-up training.

Two other components, the presentation by a local resource person and the local special education director, were revised during the year. If parents were familiar with resources available to handicapped children and their parents this presentation was omitted. Similarly, if parents were familiar with the local special education services or if time was limited, then the special education director's presentation was omitted. However, the special education director was invited to attend any part of the training to have the opportunity to meet the RPRs.

The sections, Interviewing Parents and Developing Training Skills were also revised and individualized to meet the current needs of the RPRs.

The participants indicated that the materials (handouts, checklists, booklets, etc.) appeared very useful. Since the RPR training, RPRs have frequently utilized the training units on evaluation, due process, and organizing a parent group. RPRs have also commented that the transparencies, posters, and other visual aides have been effective. In the 1981-1982 year, the RPR handbook was somewhat revised to include additional topics of interest, as indicated by the RPRs.

Section 7

RPR Conference

PURPOSE

The IPTP staff conducted a two-day conference in South Bend for Regional Parent Representatives trained during the first project year. To determine the conference objectives, the RPRs were asked to identify and rank topics which they felt were important based upon their experiences and contacts with other parents in their community. IPTP staff also reviewed the telephone contact log to determine questions and issues frequently received from RPRs in their assistance efforts.

The following were the objectives of the RPR conference:

- to allow RPRs to gather and share information related to their parent education activities
- to increase confidence and skills in parent/school communication and in parent-to-parent assistance
- To increase awareness of vocational education needs
- to increase knowledge and competence in methods of parent outreach, organizing and conducting trainings
- to provide information on legislative issues
- to clarify record keeping procedures and communication between IPTP staff and RPRs

CONTENT AND MATERIALS

The following activities were conducted at the conference:

- "warm-up" activity for RPRs to get to know one another
- sharing experiences common to each region
- presentation on parent/school relationships (presented from the standpoint of an area coordinator/complaint investigator from the Indiana Department of Public Instruction/Division of Special Education)
- group problem-solving activities related to parent assistance cases, using the regulations
- presentations on vocational education for handicapped students (presented by a professional in the area of vocational education)
- discussion of RPRs' goals and objectives for the coming year
- Review of Indiana Parent Training Program goals for the coming year and communication procedures

- Discussion/sharing of feelings of inadequacy (or "How Can I Help This Parent When I Have Similar Problems?")
- Questions and answers
- A visit to the Indiana Parent Training Program office to review resources and gather materials

Materials

RPRs received numerous written materials to disseminate to individual parents and professionals and to distribute at training sessions. Over 4,000 pieces were disseminated at the conference.

The following types of materials were received:

- additional handouts on all special education topics
- copies of laws and regulations
- summaries of legislation affecting handicapped individuals
- list of area coordinators for the Indiana Department of Public Instruction
- list of other parent groups and advocacy/training groups
- glossary of funding terms

Attendance

Thirteen of twenty-four trained RPRs participated in the conference. These volunteer advocates represented six of seven communities in which RPRs had been trained. Some materials and a conference summary were disseminated to those who were unable to attend.

PARTICIPANTS' EVALUATIONS

The following is the tabulation of the participants' evaluation responses. The number of responses is not consistent for each goal because some RPRs did not attend the entire conference.

INDIANA PARENT TRAINING PROGRAM

EVALUATION OF RPR FOLLOW-UP WORKSHOP, SOUTH BEND, SEPTEMBER 25-26, 1981

Below are stated goals of the workshop. Indicate the degree to which you feel each goal was attained in relationship to yourself, not the group as a whole.

		Clearly Attained				Not Attained
Friday	1. To allow RPRs to gather information from one-another relating to their experiences in parent assistance and training.	5	4	3	2	1
			6	1		
	2. To increase competence in effective parent/ school communication.	5	4	3	2	1
			5	4		
	3. To increase competence and confidence in parent assistance.	5	4	3	2	1
			4	2	1	
	4. To increase competence and confidence in organizing and conducting trainings.	5	4	3	2	1
			6	2	1	
	5. To heighten awareness of due process procedures and RPR's role in assisting parents.	5	4	3	2	1
			2	5	1	
Friday Evening	6. To heighten awareness of vocational education needs of handicapped students.	5	4	3	2	1
		10				
Saturday	7. To provide clarification of communication between RPRs and IPTP staff (bi-monthly reports, referrals, etc.).	5	4	3	2	1
		7	4	2		
	8. To clarify RPR and IPTP goals for 1981-1982 school year.	5	4	3	2	1
		6	5	1		
	9. To provide information on legislative issues.	5	4	3	2	1
		1	7	3	1	
	10. To increase RPR's confidence in their competence in assisting parents resolve problems.	5	4	3	2	1
		1	9	2		

OVER

11. Participant involvement was very beneficial not beneficial

5	4	3	2	1
10	3			

12. How could participant involvement be improved? More time on sharing ideas; more time to hear what active areas are doing.

13. In general how well was this follow-up training organized?

Excellent	Very good	Good	Fair	Poor
6	5	2		

14. In what way did you benefit most from attending this workshop? Sharing of ideas and experiences, hearing other RPR ideas, through sharing of of personal things, resources; meeting individuals with common concerns; (see additional comments below)

15. What suggestions do you have for future workshops of this type? ___ two full days; positive hope, this was excellent; really enjoyed it; first day too long; it was great; possibly more sharing time; have one or two every year

Additional comments:

14. linking advocacy groups; increased identification of role as RPR; enthusiasm of parents; sharing ideas; getting to know other RPRs; supportive feeling

STAFF EVALUATION

1) Record personal observations of workshop session. Include comments on general response to media presentation, effectiveness of role-playing situation, and participation in group discussion.

Late start in morning did not stay in time schedule, but introductory activity/ sharing was very useful and gave RPRs a chance to share experiences. Afternoon activity - cases and then group has to discuss problem and present solution to group as a whole — The cases seemed good; problem-solving needed more interaction. Bob Robertson talked at noon on parent involvement - good - RPRs responded postively.

2) Describe the follow-up activities, based on observation and test results.

Sent RPRs additional materials - see green sheet
Sent materials to RPRs (who did not attend)

3) What would you do differently in the next workshop and what would you consider repeating?

More time for sharing and brainstorming, but still have structure to workshop. Have better conference room. But overall RPRs seemed to be re-motivated and and wrote out some specific goals for their RPR activities.

CONCLUSION

Participants and staff indicated that the greatest value of the RPR conference was to have the opportunity to share experiences and develop specific goals for the 1981-1982 year. The participants shared ways in which they provided individual assistance, represented parents at case conferences and due process hearings, and planned and conducted trainings. RPRs explained the current problems parents are frequently experiencing and suggested additional information parents need to understand and fully participate in the special education process. The sharing time and group activities provided the opportunity for RPRs to gain confidence in their skills as information-sharers, peer counselors, and trainers.

The participants' evaluation responses indicated that the numerous written materials and resource lists would be very helpful. The information and insights presented by an area consultant with the Division of Special Education/Indiana Department of Public Instruction and a vocational education coordinator proved to be very beneficial.

Overall, the participants rated the conference organization from excellent to good; and participant involvement was very beneficial. However, participants suggested that the conference should be two full days. If the staff were to conduct another such conference, more time would be allowed for sharing activities, developing strategies to reach parents and represent them at case conferences and due process hearings. The staff would provide additional information and materials on vocational education, evaluation, and due process. In conclusion, the benefits reaped by the RPRs, and IPTP staff as well, were well worth the intensive efforts of staff to plan, organize, and implement such a conference. The primary objective was that the results of the sharing and learning experience would ultimately benefit the handicapped students whose parents accessed the services of the IPTP.

Section 8

RPR Follow-up Trainings

PURPOSE

A follow-up training was conducted approximately one month after the initial RPR training. The objectives of the follow-up differ according to the particular needs of the Regional Parent Representatives in each community. However, the basic objectives have included the following:

- to clarify RPR and project goals and responsibilities
- to report part RPR activities and plan strategies for parent outreach, working with school personnel, etc.
- to assist RPRs in developing interviewing, problem-solving, and training skills
- to clarify local special education issues/problems and develop strategies for possible resolution
- to provide additional materials to RPRs to assist them in local efforts

CONTENT AND MATERIALS

The following is a sample follow-up training agenda.

TASK FORCE on EDUCATION for the HANDICAPPED, Inc.

812 EAST JEFFERSON BOULEVARD
SOUTH BEND, INDIANA 46617
(219) 234-7101

SCHEDULE

EVANSVILLE FOLLOW-UP TRAINING

Vanderburg Development and Training Center
Evansville, Indiana

May 14, 1982

12:30 WELCOME
- Review Purpose and Goals of Follow-up Workshop
- Share Local Concerns and Issues

1:00 SKILL DEVELOPMENT

Individual Parent Assistance

- More Techniques for Interviewing
- Mock Interview
- Problem-Solving
- Group Activity

2:00 Communicating at a Case Conference

- Roleplay of Case Conference

2:45 Developing a Good I.E.P.

- Information Needed to Develop an I.E.P.
- I.E.P. Components/Placement
- Group Activity

3:30 OUTREACH AND GOAL SETTING
- Reaching Parents
- Forming Networks with Other parent Groups and Organizations
- Setting Individual and Group Goals for 1982-83

4:15 EVALUATION AND CONCLUSION

54

RPRs received the following materials:

- new or additional fact sheets on I.E.P. development, case conference, resolving difference between home and school
- checklist of interviewing techniques
- checklist for reaching parents and organizing a training
- news releases announcing participating in RPR trainings
- policy clarification on related services, due process, extended year programs, etc.
- up-coming conferences and workshops sponsored by other agencies that may be beneficial to RPRs and other parents and professionals.

TRAININGS

A four-hour follow-up training was held for four of five RPR sites prior to May 31, 1982. A follow-up training is scheduled for early September for the Bloomington area because, due to scheduling difficulties, their initial training was held in late May.

Site	Date	RPRs
Indianapolis	3/17/82	5
South Bend	5/ 4/82	3
Evansville	5/14/82	3
Gary	5/19/82	4
4 Sites		15

PARTICIPANTS' EVALUATION

The following is the summary of evaluation responses for the follow-up training:

RPR FOLLOW-UP EVALUATIONS

Below are stated goals of the workshop. Indicate the degree to which you feel each goal was attained in relation to yourself, not the group as a whole.

	Clearly Attained 5	4	3	2	Not Attained 1
1) To share your RPR activities and concerns with other RPRs	3	5			
2) To increase your understanding of parent assistance activities: interviewing, problem-solving.	8	4			
3) To increase your understanding of due process rights and procedures	3	4			
4) To clarify and discuss current special education issues	2	4			
5) To set RPR group and individual goals	4	6			
6) To provide suggestions for reaching parents, and forming networks with other parent groups and organizations	4				
7) To increase your understanding of organizing workshops and using training materials	4				
8) To increase your understanding of complaint and due process rights	3	1			
9) To clarify Task Force and RPR responsibilities in assisting and training parents	4				

	Very Beneficial				Not Beneficial
10) Participant involvement was	8	4			

11) How could have participant involvement been improved? Not sure. Small groups are great to achieve maximum participation. I'm not really sure, almost everything possible was covered.

12) In general how well was this follow-up training organized? Goals were outlined and they were covered very well. Well structured, clear, good visual aids. The material was very well organized. This session helps to pull previous information together. Very positive for me.

13) What additional information would you like covered or sent to you? Funding. Revision in law. More forms for phone calls.

Questions 2, 5, 6 have more responses because they were on another form.

Questions 6, 7, 8, 9 have fewer because they were goals for one site.

EVALUATION SHEET FOR STAFF

STAFF: RPR FOLLOW-UP EVALUATION DATE: _____

WORKSHOP TITLE: _____

PLACE: _____ NUMBER PRESENT: _____

Below are statements and questions relating to the training session. Please complete them as accurately as possible.

1) RAPPORT WITH PARTICIPANTS — To what degree did you have good eye contact, relaxed posture, etc.?
Very good.
Made good connection with RPRs.
To what degree did you elicit participant involvement? How could it be improved? Use of overhead transparencies, group activities, etc.?
Sometimes we had too much "participant involvement" and had to refocus.
Flipcharts were helpful for participation in group activity. They asked good questions.

2) ORGANIZATION OF THE WORKSHOP — Was the organization of the presentation clear? How could it be improved?
Well organized.
Some information was covered twice, need to trim content so as not to be redundant.
The video tape machine not working caused some confusion.

Was the purpose and topic of the workshop clearly explained? How? Why? Or why not?
Yes. Purpose was stated at beginning. Purpose/goals were reviewed at the end of the workshop to see if they were met.
Done well.
Yes.

How well were the segments of the presentation coordinated?
Since the video did not work for awhile had to be flexible and change the order of the agenda.
Good.
Topics well coordinated; good group activities.

3) CLARITY OF THE INFORMATION PRESENTED — Was the information on the laws and parts of the special education process (evaluation, case conference, IEP) presented in a concise manner? How could it be improved.

Case conference and I.E.P. information presented clearly.
Information on due process and complaint concisely presented - used overhead and actual due process issues to explain procedures.

Were the rights and responsibilities of the parents emphasized? Was the role of the parent of a handicapped child in special education explained?

(OVER)

4) WAS THE PHYSICAL ARRANGEMENT SATISFACTORY? What could be done differently?

Nice room, but no videotape available in room.
Good conference room.
Room OK, but location was in high crime area.

5) WHAT FOLLOW-UP ACTIVITIES ARE NEEDED? Examples: attending case conference with a parent, send information, refer parent to another agency or person.

Send RPRs information about private placement procedures.
Send information on de-regulations.

COMMENTS, OTHER SUGGESTIONS:

Participants needed more time between workshop and the follow-up workshop.

Try to have the workshop during the day, as RPRs seem exhausted in the evening.

CONCLUSION

In general, the follow-up training was a productive meeting to discuss ways to assist and train parents, to clarify special education issues, and to practice communication and training skills. The training was especially beneficial for RPRs who live in rural areas to share ideas about parent outreach and publicity.

The participants' responses indicated that the goals of the training were clearly attained and that it was well structured. However, the goals did not always address on-going needs of the RPRs because the follow-up training was held too "close" to the initial RPR training. Staff has recommended that each follow-up be held at least two to three months after the initial RPR training. In this way, RPRs would have had more experience in assisting and training parents and would thus be better able to identify their continuing needs.

The RPRs were asked to list what they perceived to be their responsibilities and staffs' responsibilities in the program. Their input at the training provided an excellent opportunity to get immediate feedback about the quality of our assistance, suggestions for better communication, and future trainings.

For future training projects, the staff will plan the follow-up training two to three months after the initial training. Through questionnaires and telephone communications the project staff would more accurately be able to determine the concerns and needs of the RPRs and plan the content, materials, and activities accordingly.

Section 9

RPR Activities

PUBLIC AWARENESS

After the initial RPR training the RPRs are responsible, with the assistance of IPTP staff, to inform parents, community agencies and school personnel of their availability to assist and train parents of handicapped children. Through communication with special education administrators, RPRs attempt to work more cooperatively with schools to assure parent involvement and quality special education services. News releases and Task Force brochures are given to RPRs to distribute. Lists of newly trained RPRs were also sent to the Department of Public Instruction, Division of Special Education and other agencies, such as the Protection and Advocacy Commission, Indiana ACLD, and COVOH (Council of Volunteers and Organizations for the Handicapped).

COMMUNICATION/ASSISTANCE

After the training, RPRs and IPTP staff communicated on a regular basis by phone and by means of bi-monthly reports. On the phone, technical assistance and recommendations were given in assisting parents, understanding the regulations, representing parents at case conferences, and conducting trainings.

Over one hundred (100) phone calls were made to and received from RPRs trained in years one and two. The following is a partial copy of a contact log for one RPR site.

RPR

Follow-up

LOG OF CONTACTS

SITE: ~~Indianapolis~~

DATE	COMMENTS
3-19-82	Mar. 16, 23, Apr. 6 workshop for parents of preschoolers. IEP, Case Conf, Evaluation. D. is doing these at ARC. R put news in PIRC newsletter and have told public school. morning & evening session. G has agreed to conduct workshop for Greenfield ACLD on Apr. 4 - 3:15-5:15
4-30-82	Rec. Bi-monthly Report. Looks Good! Two RPRs attended Mediation Workshop given by Judy Raskin. RPRs will share that info w/ others who didn't attend.
6-24-82	Rec some questions about IEPs and coordinating LD resource and 'regular' classes at the H.S. level. Good questions to consider before a case conference.
6-2-82	Wanted more info about <u>Infant Stimulation</u> - sent bibliography and info about Gradewinds Program. 17 month old - needs therapy
6-4-82	Wanted to know more specifics in how to assist parent in a due process: Sent info from training unit on due process & suggested that she talk to another RPR and someone at the State office & area consultant.
7-12-82	D. called about a parent who disagreed w/ placement and would like eval. conducted. - In writing request evaluations, look at different programs in integrated & non-integrated [illegible]

RPRs filled out a bi-monthly report form to record their individual assistance and training efforts. The form is also used as a communication tool between RPRs and IPTP staff. RPRs use the form to update staff on parent cases and requests for additional information and materials. In sites where RPRs meet regularly to discuss activities and assign cases, one RPR is responsible for recording all the activities of RPRs in the community. In more rural locations, each RPR receives and returns a bi-monthly report form.

Number of Individuals	Service Rendered	No. of Pieces of Written Materials Disseminated
475	Information, By Phone	X
319	Information, Written	2,024
132	Met With Parents	X
120	Made Phone Call for Parent	X
35	Assisted in Letter-Writing	X
38	Attended Meeting with Parent	X
56	Referred Elsewhere	X
411	Presentation, Talk, Workshop (27 presentations conducted)	527
280	Public Information/Awareness (14 "Kids on the Block" presentations conducted)	
TOTAL: 1,852		TOTAL: 2,551

A total of nineteen (19) trainings were conducted by RPRs in six different sites in Indiana. Three hundred and nine (309) parents, fifty-two (52) professionals and five (5) others attended those training workshops.

The following topics were presented by RPRs. Those marked by an asterisk are topics that have been presented more than once.

- Overview of the Laws Affecting Handicapped Children *
- Educational Rights in the Special Education Process *
- Communicating at a Case Conference *
- Developing An I.E.P.*
- Organizing a Parent Advisory Board
- Organizing a Parent Group
- Preparing for a Due Process Hearing

Public Information/Awareness activities include, "Kids on the Block" Puppets, etc.

Presentations were informed talks or discussions on the following topics: report on Section 504 consumer training, general information about handicapping conditions, and special education. The presentations were made to parent advisory boards, service clubs, university students, and parent-teacher organizations.

Trainings were more formal workshops to present information and materials to increase parental knowledge and understanding of special education.

CONCLUSION

Many efforts were made to publicize the RPRs' participation in the IPTP training and their subsequent availability to provide assistance and training in their communities. In addition to the RPRs distributing Task Force news releases, they also publicized their services through local exhibits, newsletters, and special newspaper articles. The RPRs have also met with other parent groups and organizations representing handicapped individuals in their areas to discuss and share information and co-sponsor activities. Information on special education rights clarification, new resources, and conferences which were sent to RPRs from IPTP staff were consequently shared with local parents and professionals.

The majority of requests for information and assistance by phone focused on evaluation, eligibility, and I.E.P. content requirements. Section 10, Dissemination, lists other materials/information requests from RPRs. In future project activities, staff will attempt to evaluate the quality and effectiveness of assistance they provide to RPRs. Informally, RPRs have indicated that both recommendations and written materials have been extremely valuable in their assistance efforts.

The bi-monthly reports reflect that a large number of parents and professionals have been assisted or trained by RPRs in the second project year. Between June 1, 1981 and May 31, 1982 over 1,850 individuals were assisted and over 2,550 pieces of literature were disseminated.

Three hundred nine (309) parents were trained by RPRs, almost four times as many parents as in the first project year. The trainings conducted have been on a wide array of topics and to diverse groups: civic organizations, graduate students, professional organizations, parents, city councils, etc.

The numbers above reflect the efforts of both year one and two RPRs. However, the dramatic increase may demonstrate the increased confidence and competence year one RPRs have attained through experience and encouragement.

Locally-based trainers can reach more individuals more readily, especially when support and assistance is available from a central source - IPTP staff.

Section 10

Coordination with other Agencies

Throughout the project year, IPTP staff has continued to maintain contact with agencies and organizations at the local, state, and national level.

LOCAL LEVEL

Locally, an already established working relationship with the South Bend Community School Corporation, Department of Special Education continued to be enhanced through this project by means of shared presentations at workshops, joint participation at meetings, and shared materials and information.

In addition, Indiana Parent Training Program staff and South Bend's Bilingual Education Department have continued to share materials and information on parental involvement in special education for Hispanic parents locally. Through discussions with minority community leaders and administrators of a local anti-poverty organization, IPTP staff has attempted to refine techniques for reaching other minority parents.

IPTP staff worked with other agencies and organizations by conducting workshops, making presentations, providing individual assistance to parents as needed, and in mutual sharing of expertise and materials. These groups include the Council for the Retarded of St. Joseph County (local Association for Retarded Citizens), Head Start, Madison Center (St. Joseph County Comprehensive Mental Health Center), Indiana University/South Bend, St. Mary's College, and local parent organizations representing specific disability groups.

STATE LEVEL

Staff maintains a cooperative working relationship with personnel of the Division of Special Education/Indiana Department of Public Instruction. On-going contact between IPTP and SEA personnel continues to result in their assistance in dissemination of project materials. During this year, IPTP staff was invited to participate in a state CSPD Task Force to assist the Division of Special Education in determining appropriate direction for Indiana's involvement in personnel development.

In addition, staff has been in regular contact with local education agency personnel in various parts of the state keeping them informed of IPTP workshops and materials and, in some cases, utilizing their assistance in disseminating information about trainings conducted through this project. IPTP staff has been invited by some LEAs to conduct training workshops on various topics for parents and/or LEA personnel.

Staff, as well as RPRs trained by IPTP staff, attempts to participate in meetings and conferences of state level organizations in order to make presentations, conduct workshops, disseminate project information, and/or share information and materials. These organizations include the Indiana Association of Children with Learning Disabilities, Indiana Federation Council for Exceptional Children, COVOH (Council of Volunteers and Organizations for the Handicapped in Indiana), various ARCs, United Cerebral Palsy, Indiana Association of Bilingual Education, Indiana Protection and Advocacy, and the State Advisory Council of the Indiana Department of Public Instruction/Division of Special Education.

NATIONAL LEVEL

Regular contact is maintained with specific organizations at the national level who are involved in training programs. Most notably, this contact includes a network of parent training centers coordinated by the Federation of Children with Special Needs in Boston, Massachusetts. Extensive sharing of training materials, methodology and information occurs within this network. In fact, IPTP staff participated in the first annual conference of parent training centers in February, 1982 in Washington DC, and facilitated a discussion on the exchnage of training materials and methods.

Section II

Dissemination

Materials were disseminated to parents, professionals, and regional parent representatives during each level of project activity — individual assistance and information, training, and RPR trainings. Parents and RPRs received the greatest number of materials. This material is often shared by its recipients, especially RPRs, with other parents and professionals.

The following is a breakdown of information requested and disseminated between June 1, 1981 and May 31, 1982:

1) Information sent to parents:

- fact sheets on federal and state laws relating to the education of handicapped children
- checklists for parent participation in the case conference
- guidelines for developing the I.E.P.
- communication strategies
- definitions of handicapping conditions
- description of evaluation instruments
- information on Task Force projects
- Rule S-5 information
- information on due process hearings
- Education for the Handicapped Law Report sections

2) Information sent to professionals:

- information on Special Education Parent Advisory Boards
- information on surrogate parents
- RPR training curriculum
- professional assistance for representing parents at case conferences
- information on coordinating bilingual education and special education
- due process hearing preparation
- educational evaluation guidelines, information on adaptive behavior scales

3) Information sent to Regional Parent Representatives:

- information on reaching parents
- listing of local resources serving handicapped individuals
- information about LEAs and special education organization
- additional information on conducting parent trainings
- information on due process and complaint procedures
- information on state-supported and private educational facilities
- Education for the Handicapped Law Report sections

4) Pieces of Materials Disseminated:

Information on topics listed in #1 through #3 above	22,572
Task Force brochures	6,087
Training Units (for description see Section 6)	76
RPR handbook (270-page handbook - for description see Section 6)	28
Resource packets (each manual contains a collection of regulations, state plans, and materials from other state and national advocacy organizations)	26
TOTAL	28,792

LOCATIONS OF GENERAL AND RPR TRAININGS

1980-1982

LEGEND

The asterisk (*) and regular type indicates the area where RPRs were trained in 1980-81. The circle (•) and regular type indicates the cities where training workshops were conducted in 1980-81.

The asterisk (*) and *italic* type indicate the area where RPRs were trained in 1981-82. The (•) and *italic* type indicates the cities where trainings were conducted in 1981-82.

Two circles indicate two training were conducted.

The #18 represents the number of trainings in St. Joseph County during 1980-82.

69

Conclusion

The Indiana Parent Training Program during the 1981-82 year significantly increased its individual assistance and training activities for parents of handicapped children and professionals in Indiana.

IPTP Service	Recipients of Service	
	1980-81	1981-82
Individual Assistance	774	1,086
RPR Individual Assistance	967	1,852
Presentations	436	735
Training workshops in St. Joseph County	165	94
Trainings outside of St. Joseph County	107	317
RPR Trainings	26	24
"Others" attending RPR Trainings	22	11
TOTAL	2,497	4,119

In addition to focusing on the accomplishments of the project in the second year of its implementation, specific areas targeted for improvement and accompanying recommendations are highlighted at the conclusion of each section.

In general, the following recommendations have been made for future parent training activities.

Project Information

- Continue to utilize all media sources to publicize and increase awareness of special education rights and parent training activities.
- Utilize to a greater extent a contact person in communities outside of St. Joseph County to disseminate training information.
- Continue to establish and develop additional contacts with special education administrators throughout the state.
- Continue to attempt to reach a large number of minority and low-income groups through community organizations and the dissemination of relevant material.

Individual Assistance

- Continue to develop communication and problem-solving skills (through inservice training) in order to more effectively assist individual parents and professionals.
- Encourage parents to receive additional information, skill development, and support from IPTP sponsored training workshops.
- Formally evaluate the quality and effectiveness of individual assistance provided by staff.

Training (Workshops and RPR Trainings)

- Continue to assess the needs of parents who will attend trainings in order to tailor the topics to meet individual and group needs.
- Make a greater effort to reach rural populations for participation in trainings.
- Continue to develop training and public speaking skills through staff development activities.
- Plan follow-up trainings two to three months after the initial RPR training to allows RPRs sufficient time to read materials and gain experience in assisting and training parents.

Though there has been a significant increase in the number of individuals assisted and trained, there is a need to quantitatively assess the impact of training. Informal reports, questionnaires and surveys will be implemented in future parent training project activities to informally assess the quantitative measure of services.

The most significant impact of the project has been the result of the Regional Parent Representative (RPR) trainings and RPR's consequent parent assistance activities. The RPR training has been a cost and time effective method of providing in-depth information, material and skill development for a greater number of parents in Indiana.

Through training experience in working with local school personnel, RPRs have assisted parents and professionals in numerous ways: accompanying parents to case conferences, providing information by phone, assisting parents in obtaining independent evaluations and other necessary services, presenting information to community organizations and civic leaders, organizing parent groups, and planning and conducting workshops. The RPRs have effectively been able to provide these services through on-going and systemmatic assistance from the Indiana Parent Training Program staff.

As a result of individual assistance and training provided by RPRs a great number of parents and professionals have become more effective participants in developing appropriate programs for handicapped school aged children — a goal of the Indiana Parent Training Program.

As more Regional Parent Representatives are trained, and consequently assist others, a network of information-sharers and trainers is developing throughout the state. RPRs have also been a valuable resource to one another throughout the state through sharing ideas and experiences about implementing individual assistance and parent training activities, and monitoring local special education programs. This network is effective because individuals receive assistance from local trainers familiar with the local special education district and personnel, but who also have access to state and national information.

In future parent training projects the staff will continue to provide intensive training to parent advocates to enable them to educate parents to utilize their rights and responsibilities in the special education process.